

## EDUCATION OF LOOKED AFTER CHILDREN

Venue: Town Hall, Rotherham I      Date: Monday, 28 February 2005  
Time: 9.30 a.m.

### A G E N D A

1. To determine if the following matters are to be considered under the categories suggested, in accordance with the Local Government Act 1972.
2. To determine any item which the Chairman is of the opinion should be considered later in the agenda as a matter of urgency.
3. Minutes of the previous meeting held on 20th December, 2005 (copy attached). (Pages 1 - 5)
4. Education Development Plan 2005 (Draft Section relating to the Educational Attainment of Children in Public Care attached). (Pages 6 - 9)  
- **Ann Clegg to report.**
5. Get Real Team - Update Report (copy attached). (Pages 10 - 13)  
- **Katy Hawkins, Get Real Team Manger to report.**
6. Date of next meeting - Monday, 18th April, 2005 at 9.30 am

**EDUCATION OF LOOKED AFTER CHILDREN  
20th December, 2004**

Present:- Councillor Boyes (in the Chair); Councillors Kirk and Littleboy.

An apology for absence was received from Councillor Gosling.

**11. MINUTES OF THE PREVIOUS MEETING HELD ON 18TH OCTOBER, 2004**

Resolved:- That the minutes of the meeting held on 18<sup>th</sup> October, 2004 be received.

**12. TEENAGERS TO WORK - UPDATE**

In accordance with Minute No. 43 of the Cabinet Member, Social Services, Delegated Powers meeting held on 20<sup>th</sup> August, 2004 and Minute No. 9(7) of the meeting of the Education of Looked After Children held on 18<sup>th</sup> October, 2004, the Get Real Team Manager submitted an update report on the Teenagers to Work project.

The Get Real Team Manager reported that young people, in the care of the local authority, traditionally under achieved in education and would go on to be over represented in vulnerable groups as adults, namely homeless and unemployed. This was highlighted in the Quality Protects research (1998) which identified significant barriers to achieving in education and hence going on to gain sustainable employment. Attention was turned to improving outcomes for these young people in Education Employment and Training.

In 1999, Rotherham Social Services piloted a project where Looked After Young People spent a day work shadowing Elected Members and Managers within the Council. This proved to be a valuable experience for all involved.

In 2001 a Support Worker was appointed to develop and support young people into placements.

The project aims to improve the employability of this vulnerable group of young people by providing work experience placements which help young people learn the skills necessary to sustain gainful employment and offers support in a number of different ways:-

- Work placements for Year 10 and Year 11 pupils, this can be as a one off package, placements during school holidays, or as a combination of education and employment to enable a young person to successfully complete statutory schooling.
- Work experience placements for school leavers.

- Support into training packages.
- Support around gaining specific skills required for gaining employment. e.g. We recently helped a young person gain a fork lift truck operating licence

The report described project methods, project outcomes and the Rotherham Trainee Initiative.

The report concluded and recommended that the project had gone from strength to strength over the three years of its existence. It had demonstrated the need for intensive support, a flexible and supportive approach and the need for incentives to get young people into the workplace instead of relying upon benefits.

The project needed positive promotion within the Council to enable the provision of training placements in-house for Looked After young people and Care Leavers. Supporting the theme of corporate parents ensures the best possible outcomes of our young people.

One future plan would be to provide a working café which would enable young people to gain skills in all areas of catering, business management, and other related areas as well as having a positive environment to promote work placements. This would initially need a considerable financial contribution but with ongoing low level funding it could be self sustaining and provide a source of employment for local people.

With the substantial growth of the project, the need to make the support worker post permanent had become apparent as had the need for administrative support to the project.

The Panel referred to the placements already secured within the Council and asked if placements could be further explored in other departments, particularly, Libraries for community activities and the arts. It was felt that improved co-ordination was required.

Resolved:- That the report be received and this matter be kept under review.

**13. GET REAL TEAM - UPDATE REPORT BY THE GET REAL TEAM MANAGER**

Katy Hawkins, Manager of the Get Real Team, gave an update on progress and reported on the following :-

**(a) The Team**

The team was currently fully staffed. A Team Away Day had taken place looking at issues of quality provision, feedback from stakeholders and developing a Team Mission Statement. This was still in its early stages and a progress report would be given to the Panel in the New Year.

The teaching resource was at full capacity with the highest number of Year 11 pupils since the team began. Discussions were taking place with Senior Management in Education and Social Services regarding the numbers that were not able to access mainstream teaching which had had a major impact on the resources within the team.

There had been some increase in the teaching capacity to help cope with the amount of time being put into the 2 pupils unable to be taught by Whiston Grange and these lines of communication remain open.

There had been a significant increase in the number of Year 8 pupils displaying extremely challenging behaviour in school, which had further added to the team's workload.

### **(b) Pupils Off School Roll**

There were currently four young people off school roll and the action being taken to meet the pupils' educational needs was explained.

### **(c) Local Public Service Agreement**

An analysis of predicted key stage 2 SAT's results had been completed and the Team were currently looking at achieving 52.9%. This would take the Team above the figure required for the PSA agreement which was 44%. However there were many risk factors between now and the sitting of these tests which were beyond the Team's control and could negatively impact upon the final outcome.

The following update was given:

End of Quarter 2 'Proxy measures' data were at

1. Completed Personal Education Plans  
Year 6 target 100%, actual 100%  
Year 11 target 100%, actual 91.8%
2. % of school attendance  
Year 6 target 90%, actual 86.8%  
Year 11 target 90%, actual 86.9%
3. Extra Curricular Support  
Year 6 target 100%, actual 100%  
Year 11 target 100%, actual 100%

### **(d) Activities for Looked After Children**

- A funding bid had been unsuccessful with Yorkshire Arts to undertake a further Drama production. However, RCAT had agreed to reduce their

costings to enable a further drama production to be held.

- Driving lessons were being offered to young people and nineteen young people had been registered for lessons with eight already started.

- There had been significant lobbying from young people, schools, Social Services staff and Foster Carers for another "Young Champions Award Ceremony". Funding for this event was not easy to find. £20,000 would be needed. This event had been held twice in Rotherham since the development of the team and had proven to be highly beneficial to children and young people's self esteem; many other local authorities hold the event on a regular basis.

Katy reported that there was a need to engage a celebrity for this to be a success.

#### **(e) Designated Governors**

There was now 100% designated governors in all schools and the questionnaire regarding their training needs was about to be re-issued. A model governor's policy from the DfES website had been located and it was hoped to encourage a small number of Chairs of Governors to assist in developing this policy for Rotherham schools.

#### **(f) Planned Training**

- A day's training for Social Workers around the education of Looked After Children had been planned for 17<sup>th</sup> January, 2005, to be rolled out on a regular basis.

- Conference for Social Services staff, Foster Carers and Residential staff being planned for 3<sup>rd</sup> March, 2005, along similar lines to the designated teacher and governors conference held in November, 2004. From this it was hoped to hold a Joint Conference later in the year encouraging a more joint approach.

- After consultation with the Provider Services Manager, it had been agreed that, in order to continue receiving enhanced payments or to work towards that level of payment, Foster Carers must attend a minimum of two hours training around education issues. From this, more comprehensive packages can be developed based upon their need and engage Carers further. This was planned for early in 2005.

- Planning to set up termly drop-in sessions for designated Teachers, and a termly briefing note starting next term.

#### **(g) Post 16 Awards Ceremony**

Katy thanked Members for attending the Post 16 Awards Ceremony held on 24<sup>th</sup> November, 2004 which had highlighted some of the very positive

outcomes for young people and also thanked Members for their continued commitment to Looked After Children.

**14. DATE OF NEXT MEETING - 28TH FEBRUARY, 2005 AT 9.30 AM**

The next meeting of the Panel will take place on Monday, 28<sup>th</sup> February, 2005 at 9.30 a.m.

<b>AREA OF FOCUS</b>		
<b>PRIORITY (4) : VULNERABLE PUPILS</b>		
<b>ACTIVITY 4:3 : CHILDREN IN PUBLIC CARE</b>		
<b>Focus of activity:</b>	<ul style="list-style-type: none"> <li>• Raise educational attainment of CiPC</li> <li>• To improve actual attendance of CiPC</li> <li>• To decrease fixed and permanent exclusion of CiPC</li> </ul>	
<b>Who is the activity aimed at?</b>	Children and young people in care from 3-16+, school staff, Governors, Social Services, parents/carers/foster carers, RMBC Support Services partners in Children's Services.	
<b>Strategies for Implementation:</b> <b><u>Teaching and Learning</u></b>	<b>Milestones</b>	<b>Timescale</b>
<b>T1</b> Individual pupil data used to inform assessment for learning and improve educational attainment of CiPC	<ul style="list-style-type: none"> <li>• All GRT teachers trained and able to use FFT, PAT etc.</li> <li>• CiPC data reviewed annually by schools as part of their self evaluation/school improvement planning</li> <li>• Schools and Social Services work in partnership to ensure individual pupils have challenging targets set through PEP process .</li> <li>• Keyworker system introduced for each Y5, Y6, Y10, Y11 pupil entered for SATs/ GCSEs.</li> </ul>	<p>February 2005</p> <p>December 2005</p> <p>February 2005</p> <p>March 2005</p>
<b><u>Leadership and Management</u></b>		
<b>L1</b> Ensure schools, social workers are fully aware of their responsibilities to raising attainment of CiPC	<ul style="list-style-type: none"> <li>• Model policy for role of Governing Bodies towards CiPC</li> <li>• Programme of communication between GRT, schools (headteachers; designated teachers, governors) social workers:</li> <li>• GRT information leaflet(s) to schools published (Inclusion Works)</li> </ul>	<p>Summer 2005</p> <p>Spring Term 2005 onwards</p>
<b><u>Inclusion</u></b>		
<b>I1</b> Ensure all CiPC pupils have a school place	<ul style="list-style-type: none"> <li>• Monitoring/reporting on implementation of 20 day admission rule for CiPC</li> </ul>	<p>Beginning January 2005</p>

<p><b>I2</b> Improve KS4 alternative packages/provision</p> <p><b>I3</b> To improve the attendance and behaviour of CiPC pupils</p> <p><b>I4</b> To ensure all new foster-carers understand their role in raising the attainment of CiPC</p>	<ul style="list-style-type: none"> <li>• School representation on Hard to Place Pupils Working Group</li> <li>• Schools have a PSP in place for each pupil, reviewed termly. Keyworker part of PSP.</li> <li>• Monitor/report on progress of all KS4 pupils accessing alternative packages/provision</li> </ul> <p>Schools &amp; GRT identify termly those with &lt;90% actual attendance, 2 or more fixed exclusions in last term and action plan to improve.</p> <p>Through PEP process, schools set challenging targets for attendance and behaviour supported by GRT, EWS and/or BSS</p> <p>Session on education expectations given to all new foster-carers as part of the induction process</p>	<p>January 2005</p> <p>March 2005</p> <p style="color: red;">?</p> <p>January 2005 and ongoing</p> <p>April 2005</p> <p>Commence January 2005</p>																
<b>Responsibility:</b>	Head of Inclusion Support Services																	
<b>Resources:</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Strategic Leader, Inclusion</td> <td style="text-align: right;">10 days</td> </tr> <tr> <td>Head of Inclusion Support Services</td> <td style="text-align: right;">30 days</td> </tr> <tr> <td>Manager of GRT (Get Real Team)</td> <td style="text-align: right;">120 days</td> </tr> <tr> <td>Senior Teacher in GRT</td> <td style="text-align: right;">60 days</td> </tr> <tr> <td>Learning Mentors in GRT</td> <td style="text-align: right;">90 days</td> </tr> <tr> <td>EWS</td> <td style="text-align: right;">30 days</td> </tr> <tr> <td>BSS</td> <td style="text-align: right;">30 days</td> </tr> <tr> <td>Senior SEN and Inter-Agency Liaison Officer</td> <td style="text-align: right;">30 days</td> </tr> </table>		Strategic Leader, Inclusion	10 days	Head of Inclusion Support Services	30 days	Manager of GRT (Get Real Team)	120 days	Senior Teacher in GRT	60 days	Learning Mentors in GRT	90 days	EWS	30 days	BSS	30 days	Senior SEN and Inter-Agency Liaison Officer	30 days
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<b>Budget:</b>	<p>E615 06</p> <p>Grant Funded:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">LPSA Grant</td> <td style="text-align: right;">£60000</td> </tr> <tr> <td>EiC</td> <td></td> </tr> </table> <p>Social Services</p>		LPSA Grant	£60000	EiC													
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## AREA OF FOCUS

**PRIORITY (4) : Support for specific groups of vulnerable and underachieving pupils**

**ACTIVITY 3 : Raising the achievement of children in public care**

### ISSUES IDENTIFIED BY EXTERNAL AGENCIES

**OFSTED [October 2001]**

No specific issues identified

**CPA 2004**

- need to raise attainment of CiPC
- National issues around under-achievement of CiPC to be addressed

**CSCI 2004**

- To raise attainment of Y11 pupils at GCSE
- To improve school attendance for CiPC

### LEA AUDIT FINDINGS [January 2005]

**Attainment of Children in Public Care by School Year**

% of Year Cohort	2001-02	2002-03	2003-04
Level 4 at KS2	47%	26%	30%
1 or more A+-G	43%	72%	40%
5 or more A+-G	39%	52%	28%
5 or more A+-C	12%	15%	15%
<b>Attendance - % CiPC for</b>			
1 year, missing more than 50 half days	n/a	14.5%	18%
No. permanent exclusions	5 pupils	1 pupil	1 pupil

### TARGETED PUPIL/SCHOOL OUTCOMES

Schools undertake cohort tracking of CiPC pupils which demonstrates that their:

- CiPC pupils achieve/exceed predicted attainment targets based on prior attainment
- CiPC pupils maintain/improve their attendance
- exclusions of CiPC pupils are reduced

All CiPC are on a school or PRU roll within 20 days of placement request

All CiPC have a PEP

### TARGETED LEA OUTCOMES

LPSA Target:

44% of Y6 cohort of CiPC achieve level 4 KS2 SATs in June 2005

90% Care leavers, aged 16 and over have 1 or more A\*-G at GCSE by March 2006

7 Young people aged 16 and over leaving care between March 03 and 06 have 5 or more A\*-C at GCSE

**Monitoring:**

CiPC Management Group  
Cabinet members and Advisers  
Pupil Inclusion Panel

	<b>Social Services – monitor PEPs Governing Bodies</b>
<b>Evaluation:</b>	<b>Attainment of CiPC against LPSA targets Attendance and Exclusions data NEET returns for CiPC Progress with Action Plans</b>
<b>Risk Assessment</b>	<b>If this activity is not undertaken then RMBC will not fulfil its requirements to raise the attainment of CiPC</b>
<b>Links with Other Plans</b>	<b>Inclusion Strategic plan Corporate Plan Community Strategy Social Services Local Improvement Plan Action Plan to address SEU Report (Social Services)</b>

**Education of Looked After Children, Meeting 28<sup>th</sup> February 2005****Report Compiled by Katy Hawkins****The Team**

Apart from the temporary admin post for Teenagers to Work the team is currently fully staffed. The staff are currently working at full capacity. Due to the high demand of support needs in the secondary sector the limited Learning Mentor capacity within the team means we are not able to improve outcomes for as many young people as demand requires.

In the past two months we have received thirteen referrals; ten of which have been allocated in the team.

We have a significant number of year 8 and year 9 girls who are beginning to exhibit challenging behaviour in school and we are working on developing a girls group to address some of the presenting issues. We hope to have this up and running after Easter.

Rehearsals for our version of Grease in collaboration with RCAT are starting at the end of February and we have had a really positive response from children and young people wanting to take part.

The weekend club is going strong with numbers up to fifteen attending the activities. We are planning to start a young journalist group, where young people are trained in writing articles and photography and encouraged to interview people who have an impact in their life, this work will be displayed on the Get Real website.

On 4<sup>th</sup> March we have a conference for Social Services staff, foster carers and other relevant people involved in Looked after children; this is to compliment the conference we held in October for Designated Teachers and Governors. We plan later on in the year to hold a joint conference which will encourage joint working.

Teenagers to work are progressing with the RTI scheme with six young people signed up and attending the course. Due to the withdrawal of match funding from Phoenix enterprises we can only have eight young people through the scheme now. A property has been identified for renovation and negotiations on signing the lease are underway.

A days training was successfully delivered to 12 Social Workers in January.

We have named education link workers in all our children's residential units and hold half termly meetings where each unit is encouraged to identify specific training needs around education. Training around residential staff being able to

deliver units of an Asdan award in collaboration with our team has been identified as a way forward for those young people who are not attending school. However there is a cost implication here of £820 which is proving difficult to find.

### **PSA performance**

As we enter the final year of our LPSA agreement we are in some cases working with results already achieved and monitoring closely those results which will impact. The breakdown is as follows:

GCSE grades A\* - G, target 90%. Members are aware that in the 2004 examinations, 56.5% achieved grades A\* - G although the care leaver statistic for 2004/5 has not yet been calculated. The only impact we can have on this target is by carefully considering the care plans for these young people and looking to see if Care Orders can be discharged early without leaving the young person at risk. However although not meeting the target, the expected outcome will still be considerably higher than the 2001 base line of 34.3%.

5 A\* - C, the target here is seven young people leaving care between April 04 and March 06. At present we have six young people who qualify for this target and again careful examination of care plans will allow us to consider if we can reach the target. This will need to take place after the results of this years cohort as it may be some of these young people will fit the criteria.

Key stage 2 SATs results, Target 42%. We are currently on line for this target. One young person has entered the system early February and we are awaiting his predicted results, if he meets level 4 the predicted outcome will be 55.5%, if he does not the expected outcome will be 50%. The risk factors in the category are high as previous years have shown this is one of the most transitory groups. Up until the point of sitting the tests we are open to young people entering or leaving the system which affects results.

### **Improvement Plan**

#### **Attendance.**

**For the school year 03/04 the absence figure for Children in Care over 12 months and missing 25 days or more education is 18%, this was higher than our predicted figure of 14%, activities to improve this figure include;**

A new system for monitoring attendance allows us now to have access to registers for young people. This makes our data more timely and accurate. It also allows us to pick up early warning signs and investigate absences which are beginning to build up.

We have developed a system where every young person who achieves 100% attendance gets a certificate and voucher for an activity of their choice, this has been the first term this has run and 101 certificates were sent out. We have had positive feedback from carers on this.

A letter from the Head of Service has been sent to all Parents who have Children subject to Care Orders living with them. This letter outlines their responsibilities in getting their children to school and failure to do so may result in a prosecution under section 444 of the Education Act 1996.

We are currently addressing the small number of Looked After Children, both in foster Care and in family placements, who are having holidays during term time which impacts on our figures.

### **GCSE Attainment – 2005 onwards**

Clearly, activities in this area link with the activities for improving results for the LPSA.

This year's cohort stands at forty young people which is the largest Year 11 cohort since the beginning of the team. The team are the only source of education for five young people who are all working towards a minimum of three GCSE's. This is on top of a further three younger years that have alternative packages where the teaching is delivered by the Get Real Team. The teaching staff are actively supporting a further sixteen young people to help improve their outcomes. This high level of support limits us in picking up young people whose grades are beginning to drop in school. The Art tuition is proving to be very successful with some very challenging young people engaging well, this is an area where development may offer a GCSE to the most hard to reach young people. We have also given consideration to developing the delivery of the Expressive Arts GCSE; again the syllabus for this could enable some of the most dis-engaged young people to work towards a GCSE. Unfortunately staff capacity is not allowing us to follow this up. The mentoring staff are prioritising year 11 pupils at risk of dis-engaging again this is a scarce resource in the team and there is a delicate balance between supporting other young people. The homework club has been a positive resource and we are trying to link young people into this who are at risk of falling behind in their coursework or studies.

All Year 11 pupils are regularly monitored and Action plans put in place.

The breakdown of the cohorts predicted grades are as follows;

- Total cohort 40 pupils
- 9 children in special school 22.5%

- 1 long term dis-engaged 2.5%
- 5 A- G 30%
- 5 A\* - C 7.5%
- 1 A\* -G 70%

### **Pupils off school roll**

We currently have 3 pupils off school roll

- A young man in year 4 who is in a specialist placement receiving education within the placement.
- A young man excluded from specialist EBD provision is awaiting an out of authority placement
- A year 11 pupil who has just been returned to Rotherham following exclusion from an out of authority placement, the plan is she will go on roll of the LEA specialist EBD provision with an alternative off site package.

### **Forthcoming Events**

- Between 21<sup>st</sup> Feb and end of March a number of mandatory training sessions are being put on for foster carers, it is hoped all carers attend these sessions and help us develop further training.
- A number of young people are meeting with Elected Members to discuss the corporate parenting agenda and policy